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1915/16

STATE NORMAL SCHOOL

Chadron, Nebraska

ANNUAL CATALOG
AND
QUARTERLY BULLETIN

July 1, 1915

UNIVERSITY OF ILLINOIS
AUG 23 1915
PRESIDENT'S OFFICE

VOL. IV JULY 1, 1915 No. 1

ANNUAL CATALOG AND QUARTERLY BULLETIN

1915-1916

FALL TERM BEGINS SEPTEMBER 13

Trained teachers are rapidly replacing untrained teachers. Become a trained teacher by attending the
STATE NORMAL, CHADRON

TUITION IS FREE

Entered at Chadron, Nebraska, as second class matter under Act of Congress, August 24, 1912

The Calendar

REGULAR YEAR 1915-1916.

Registration first semester, September 13 and 14.
Second quarter begins November 15, 1915.
Holiday vacation, December 22, 1915, to January 3, 1916.
Second semester begins January 24, 1916.
Fourth quarter begins March 27, 1916.
Commencement and Alumni Home Coming, May 26, 1916.

SUMMER SCHOOL, 1916.

Summer School opens June 5, 1916.

Nebraska State Board of Education

OFFICERS OF THE BOARD.

Hon. A. H. Viele .....President
Hon. A. L. Caviness .....Secretary
Hon. G. E. Hall .....Treasurer

BOARD OF EDUCATION.

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Hon. A. H. Viele .....Term Expires 1916, Norfolk
Hon. A. L. Caviness .....Term expires 1917, Fairbury
Hon. T. J. Majors .....Term expires 1918, Peru
Hon. Dan Morris .....Term expires 1919, Kearney

THE FACULTY.

(Order determined by length of service in school.)

JOSEPH SPARKS, Principal .....Psychology, Sociology
ELIZABETH I. POLLOCK.....Secretary and Registrar
LEORA A. RUSTIN ..Grammar School Director Seventh and Eighth Grades
KATE E. DRISCOLL .....Intermediate Director Third and Fourth Grades
W. T. STOCKDALE, Dean..Theory and Practice of Education
CHAS. W. PHILPOTT .....Physics and Chemistry
LUCY M. CLARK .....English Language and Literature
E. P. WILSON .....History and Civics
MRS. CHAS. W. PHILPOTT .....Laboratory Assistant
S. J. HARGIS .....Commercial Director
SUSAN R. FRAZIER .....Primary Director First and Second Grades
EDITH E. COPELAND .....Music Director
ETHEL L. DELZELL .....Intermediate Director Fifth and Sixth Grades
AMY LEIGH PAINE .....Mathematics
EMMA C. STECKELBERG .....German and Latin
ROY B. CLARK .....Assistant in English
MABEL HARRIS .....Librarian
ALYSE M. SWEDBERG .....Piano
MRS. KATHRYN S. McLEAN, Dean ...Preceptress, Reading and Expression

EMPLOYEES.

J. R. BOLIN .....Engineer

PERMANENT COMMITTEES.

Committee on Enrollment—
Heads of Departments.

Committee on Rules and Discipline—
C. W. Philpott, E. P. Wilson, W. T. Stockdale.

Committee on Graduation—
W. T. Stockdale, C. W. Philpott, Lucy M. Clark.

Committee on Daily Program—
E. P. Wilson, W. T. Stockdale, Amy Leigh Paine.

Committee on Course of Study—
Heads of Departments.

Committee on Social and Christian Organizations—
Lucy M. Clark, C. W. Philpott, W. T. Stockdale, Kate E. Driscoll.

Committee on Publications—
C. W. Philpott, E. P. Wilson.

The Nebraska State Normal Schools

PURPOSE.

The greatest single need in child life is education. To meet the complexity of twentieth century life increasingly demands more expert teaching and this in turn requires more and better trained teachers.

The public school is the one agency of society dedicated solely to the conscious application of its entire effort to the one aim of education. The Normal Schools of the United States are the only agencies of society dedicated solely to the one purpose of preparing teachers who shall take charge of society's other formal educational agency—the public school. This explains the purpose of the normal school, namely: The training of teachers for efficient service in all phases of public school work.

The Nebraska State Normal Schools are striving most earnestly to perform their true functions.

The trained teacher is rapidly replacing the untrained teacher. This will be increasingly true as boards of education become more thoroughly appreciative of the superiority of native ability plus training and scholarship as compared with native ability alone. Practically all progressive city schools are already demanding that teachers have professional training. Likewise, many rural schools are making similar requirements.

Modern tendencies toward "division of labor" are making it necessary that certain school subjects be supervised by teachers who have received special training for that particular field of work. The normal schools being in such close touch with the public schools are most sensitive to the needs of these schools; hence their effort to meet public school demands by furnishing special supervisors to fill this class of positions. Thus the normal schools in addition to preparing teachers for all public school positions, with special reference to the

academic subjects to be taught, are endeavoring as rapidly as is consistent with the means at hand to prepare normal training teachers, supervisors for kindergarten, home economics, public school art, public school music, manual training, and business and commerce.

Prospective students should consult the catalog of the normal school in which they are most interested for the praticular courses in which they wish to specialize.

DIRECTION AND CONTROL.

The statutes provide that: "All of the state normal schools shall be under the direction and control of a board of education consisting of seven members, five of whom shall be appointed by the governor for a term of five years each, and the state treasurer and the state superintendent of public instruction shall, by virtue of their office, be members of the board. All vacancies occurring in the board shall be filled by appointed by the governor."

HOW SUPPORTED.

The statutes provide that: "There shall be levied by the state board of equalization in the year 1913 and annually thereafter a tax of eighty-five hundredths of one mill upon the dollar valuation of the grand assessment roll of the state."

Again, the statues provide: "All the land remaining unsold of the twenty sections heretofore appropriated as an endownment fund for the state normal schools, and all the endowment fund hitherto derived from the sale of such lands, shall be, and the same hereby is, confirmed as such endowment to be forever used for this purpose."

HISTORY.

The state of Nebraska early recognized the need for trained teachers and as a result the first legislature in 1867 established the Peru State Normal School. For nearly forty years, this was the only normal school in the state. Professional training having been thoroughly established as an economic and

educational necessity, the Kearney State Normal was established in 1903, and more recently the Wayne State Normal and the Chadron State Normal. There is little doubt that the normal schools are more nearly the "school of the people" than any other educational agency organized by the state. There are no other schools either private or public in which the expenses of attendance are so low. There are no other schools whose finished product returns to the people directly a greater proportion of the benefits derived from education. Practically every child in Nebraska is directly affected through the teachers who receive their training in the state normal schools.

TUITION FREE.

One great factor that has contributed toward the growth and popularity of the normal schools is that tuition is free. It is the policy of the state board of education to make the normal schools in fact what they are in theory "THE FREE SCHOOLS FOR THE TRAINING OF TEACHERS." For this purpose the only fee required is a matriculation fee of $5.00, which is paid by the student but once and which entitles him to the privileges of the normal school for life. Every dollar of this matriculation fee is invested in library books, to which the student has free access. Thus he receives in return a direct benefit from this fee.

TEXTBOOKS RENTED.

Students may rent all needed textbooks from the school. A deposit of $3.00 is required. Two dollars of this is returned to the students upon the return to the school of the textbooks.

WHEN TO ENTER.

Prospective students should note the calendar given on page 3 and make their plans to enter on the first day of the semester or summer school. If a student is unable to enter at this time he should arrange to enter at the beginning of the quarter. It has been a matter of common observance that students who make a practice of entering a few days late are usually those who exhibit poorer work while they are in school.

Not only is the student himself inconvenienced and placed at a disadvantage by entering at irregular times, but the inconvenience extends to his fellow classmates, to the faculty members and the office force of the normal.

CLASSIFICATION OF STUDENTS.

Students in the state normal schools are classified as **Preparatory, Secondary and Collegiate.**

Preparatory Students are of two classes:

(a) Those who are doing ninth and tenth grade work in the model high school. Those students are required to pay a tuition fee of seventy-five cents a week. (This fee is paid by the district from which a student enters, if application is made for free high school tuition in the same manner that it would be made if the student were to attend any other high school.)

(b) Mature students who have completed the work in their own school are admitted, by a special provision of the Nebraska statues, into the normal schools as Special Preparatories. These students must be at least sixteen years of age and must be regularly matriculated.

Secondary students include all who are doing work of a rank corresponding to the eleventh and twelth grades in the public high schools of the state. The state laws provide that a student may enter the normal school either upon completion of two years of high school work or upon receiving a second grade county certificate. (Entrance on this basis admits to the Freshman class of the normal school.)

Collegiate students include all those who have completed the equivalent of thirty credit points of secondary school work. This is the equivalent of completion of a four year high school course. It also includes all students who are doing work leading to the degree Bachelor of Education.

RULES OF ADMISSION.

A candidate for admisssion to the freshman class of the normal school proper must present fifteen credit points representing the equivalent of two full years of high school work, or

he may be admitted upon the presentation of a second grade county certificate. The state normal maintains a training high school in which regular high school subjects are taught and students admitted to either the ninth or tenth grades. Applications for admission should be sent in early in order to insure admission to the training high school as only a limited number can be accommodated.

Entrance to Trainer's Course.

(Completion of this course requires scholarship equivalent to a four year high school course.)

The trainer's course, which is in reality a course for rural teachers, requires that the candidate present a minimum of twenty-two credit points, which is the equivalent of three years work beyond the eighth grade. This course may be completed in one year. (Absolute minimum of twenty-four weeks). Graduates from this course receive the elementary state certificate which is good for a period of three years in the state of Nebraska.

Entrance to Advanced Courses.

(Graduation equivalent to two years above a twelfth grade high school course.)

The candidate for admission to the Junior year of any college group of studies must present thirty credit points representing four years high school work. This requirement for entering studies of collegiate rank is the same as the requirements for admission to the freshman year at the University of Nebraska in the College of Sciences, Literature and Arts. The following subjects are absolute requirements for entrance:

	POINTS
Algebra (through logarithms), 1½ years, 5 hours a week	3
Rhetoric and Literature, 2 years, 5 hours a week	4
Geometry (plane), 1 year, 5 hours a week	2
History (European), 1 year, 5 hours a week	2

Language (at least two years of one), 2 years, 5 hours a week 4
Optional subjects—15 points in addition to the above required subjects.

The following is the standard course of study for the **regular advanced course.** Completion of this course will entitle the student to the first grade state certificate and also to the city state certificate, providing, that in the selection of electives the special requirements for city certificates are met. The different normal schools reserve the right to re-arrange, by semesters, the required subjects in order to suit local conveniences. The required work, however, is identical in the four normal schools. Each normal school also provides a course of study such as is found in the standard high schools of the state for those who enter the freshman year. This course must be taken by all students who enter as freshmen, unless permitted by the president of the school to make substitutions.

JUNIOR YEAR.

FIRST SEMESTER.	Hours	SECOND SEMESTER.	Hours
Psychology	5	History of Education	5
Biology	5	Methods and Principles of Education	5
English (6)	5	Electives	10
Electives	5		

SENIOR YEAR.

FIRST SEMESTER.	Hours	SECOND SEMESTER.	Hours
Practice	5	Theory of Education	5
Arithmetic and Geography	5	Practice	5
Electives	10	Electives	10

SPECIAL REQUIREMENTS.

All candidates for graduation from any of the advanced courses in the selection of electives, shall be required to take at least five hours in English and ten hours in each of two other subjects. They will also be required to take the following drill subjects: Public school music, 2 hours; physical training, 2 hours; drawing 1 hour. They must also have all the grades required for a first grade county certificate.

CREDIT FOR ACTUAL ACCOMPLISHMENT.

Equivalents—The following system of time credits was adopted by the state board of education in order that teachers of successful experience who have pursued lines of study while teaching, or who have taken work in absentia or in non-accredited schools, might receive due credit for the time required to complete such studies. The rigid requirement of a minimum grade of 80 per cent, under the uniform state examination, will prevent the unworthy from receiving benefits from this ruling.

Work in non-accredited schools—Students who have studied in non-accredited institutions, and afterwards pass a creditable examination in secondary subjects under the uniform state examination shall be given credit for four weeks attendance for each credit point earned. In such subjects as are not included in uniform examination the examination may be given by heads of departments granting accreditment. A credit point is defined as one full study carried for one semester five periods each week. No credit shall be given for time on subjects taken in examination if credit is already given for attendance in accredited high schools where such subjects have been pursued as reviews. In all subjects taken under uniform examinations or given by heads of departments to test work in non-accredited schools, 80 per cent shall be the minimum grade on which credit will be allowed.

In absentia—Students taking work in absentia under the regular instructors of the school shall be given four weeks attendance for each credit point earned.

For teaching experience—For teaching experience two weeks time credit may be given for each year of successful experience in teaching or in supervisory work, provided that in no instance shall more than sixteen weeks credit on attendance be given for such experience. The regular nine months' term shall be considered as the standard, but eight months may be considered as one year in case the applicant for time accreditment has taught in schools providing less than nine months in each year.

OTHER COURSES OFFERED.

There are many special courses of study offered in the state normal school, many of them special supervisory courses which not only lead to the first grade state certificate but also to the special supervisor's diploma. Some of these courses are: Commerce, home economics, kindergarten, manual training, oral expression, agriculture, public school art, public school music. It is suggested that the student read the catalogs of the school which he prefers to attend in order that he may acquaint himself with the courses offered in that school.

SUMMER SCHOOL.

The state normal summer schools have become the greatest training agency in the state of Nebraska for the improvement of teachers in service. In many respects the summer school is the most important eight weeks of the whole year. Many teachers who cannot spend a full year in the normal at one time, find in the summer term an opportunity for advancement during a time that their own schools are not in session. Many teachers earn each summer two points credit on the regular courses leading to the professional life certificates; others come to review the common branches preparatory to taking the state examination for some grade of county certificate; some take advantage of the many special courses offered in the normal school which lead to the supervisor's certificate; while many high school teachers, principals, and superintendents come to take courses leading to the degree Bachelor of Education. In arranging the summer school schedules, special attention has been given to the requirements of the new law on city certificates. This accounts for the increasingly large number of city teachers who attend the state normal summer school.

THE TRAINING SCHOOL.

(The following article is designed to set forth the fundamental processes and practices of the training school.)

The training school is the "educational clinic" in the teachers' profession. Among the laymen and even among school people, there is only a vague idea as to the organization and function of the training school.

There are three general plans for providing teaching in normal school courses. One is to affiliate the normal school with a public school. The teaching is then a part of the regular city school under joint direction of the training department and the school authorities. The second is to have the training school a part of the public school system, but housed and equipped by the normal school, the district paying a certain fee for the education thus provided its children. The third plan is to have the training school organized as a part of the normal school itself, thus giving direct and full control of it. The Nebraska state normal schools are of the latter type.

The training school serves two distinct purposes in the general plan of professional training. It furnishes for illustrative teaching pupils with whom the special teachers in this line are in direct touch and who lend themselves easily to the methods used in the illustrative teaching. In the second place it gives opportunity for students to do actual teaching under expert guidance. It is here that the student learns to apply his psychology and principles of teaching. It is the experience of every public school supervisor and principal that mere knowledge even of the professional subjects is of little practical value to the beginning teacher. She has no one to give close guidance and soon losing herself in the maze of details, she begins to follow her text as blindly as though she had no knowledge of psychology or principles of teaching.

Entrance to any standard normal course now requires the completion of a four year high school. In the first year, five hours each of psychology, history of education and principles of

teaching and special methods are required. This latter course is offered by the training department and is a prerequisite for teaching. Its primary purpose is to fit the student for his training school experience. The first quarter is given over almost exclusively to illustrative teaching. Training school classes are used and the lessons are the regular lessons for the day. This gives an opportunity to study in a concrete way the problems of the teaching act. Following the illustrative lessons in any line of work lesson planning with its study of subject matter, methods and their relationship to the child is required. This prepares the student for one of the most difficult phases of his teaching. The second quarter of the course is planned to extend the knowledge of the basal principles and methods of presenting subject matter gained in the first quarter. This is done by a study of books and magazines emphasizing teaching, as well as by lectures and class discussions.

Teaching.

In the second year of the course, one-fourth of the student's time is given to teaching in the training school. The kindergarten students do all their teaching in that department. The other students are given an opportunity to teach at least three different subjects and in two departments. An opportunity is given for students to specialize in a particular department by making their major assignments there.

As she begins her work, the student teacher is given a general notion of what is wanted in the lesson to make it conform to the requirements of the course of study. The details of the subject are left largely to the student. She prepares a plan covering a given unit of work. This includes subject matter, methods, illustrative material, and plans for drill. The plan is then carefully inspected by the training teacher. Corrections are made and a conference is held with the student teacher in order to help her adapt her plan to its purpose. Whenever the plan fits into the general scheme of the course of study and whenever the methods conform to the general doctrines of methodology, it is approved. By the close of the year, it is not

uncommon to find plans accepted in their entirety.

In the teaching act the student teacher is given a class of from ten to twenty pupils. She has full charge of them. In the grammar grades a part of the time is a study period. This gives the teacher an opportunity to test her own power to assign lessons and to require the preparation of the same. After the teaching, a large part of which is done in the presence of the training teacher, conferences are held in which the whole process of the teaching act is taken up in detail. Strong points are noted, weaknesses are pointed out and the student teacher given definite instruction as to how best to strengthen herself.

The Student Teacher and the Training School.

Theory and practice in modern education agree that the most potent factor in all the school is the teacher, and that a keen sense of her opportunities and responsibilities is a prime essential to any success she may achieve. Just so it is with the senior in the training school. She is a REAL teacher in a REAL school. Her boys and girls are the young folks of a REAL community; and any failure to bring every available influence and means to their fullest efficiency in behalf of her pupils is to miss her highest privilege and duty.

Truly fortunate is the senior, who, looking forward to her own place as TEACHER in the training school, strives in all her own training and preparation to school herself in the simple fundamentals of self-reliance and independent action, the possession of which assures the spirit of confidence that shifts no responsibility to another, seeks no help in doing what she has learned to do for herself, and feels no hesitancy in appropriating the benefits that are hers.

Student teachers manifest the same personal interest that the public school teachers do in the intellectual or moral improvement of their pupils.

The Training Teacher.

The training teacher's relation to the school and the student teacher is the same as that of the principal to his teachers

in the city schools. It is her function to determine the subject matter to be taught and the methods to be used. In the detail of subject matter and of presentation, the student teacher is given the same liberty that she will have in the public school. Responsibility not only for the teaching, but for the management and discipline rests entirely with the student teacher.

DORMITORY AT CHADRON STATE NORMAL

The training teacher is always ready to give advice, and settles those graver problems which in the public school would be referred to the principal. In the weekly conference there is a full discussion of the problems of management and instruction incident to the given grades.

General Outline of Courses

AGRICULTURE.

MR. STOCKDALE.

I. **General:** This course is for beginners, those preparing for the state examination, and the work is intended to give such knowledge and training as will enable the student to give instruction in the principles of the subject in the rural and grade schools. The instruction is intended to increase the student's interest in farm life, and stimulate his observation of the common things about him in their relation to life upon the farm. It gives such knowledge of the principles of agriculture as will lead to an understanding of the relation of these principles to the common facts of the farm. A regular text is followed, supplemented by reference work. Five hours attendance. Four hours laboratory, garden and field work. Five hours credit. Each semester. Summer session. Two and one-half hours credit.

II. **Agronomy and Soils:** A course planned primarily for high school teachers. A study of field crops and soils. Discussions of the different crops grown in Nebraska, special attention being given to methods of preparing the soil, of seeding, harvesting and storing. Discussions of the merits of the various varieties of each crop. Actual practice in identifying grades, grading and judging grains. The work in soils will aim to cover the most important problems of soil cultivation. A study of soil composition, fertility, physical condition, and the principles of dry farming will be given careful attention. Five hours attendance. Four hours laboratory and field work. Five hours credit. First semester. Double periods for summer session with five hours credit.

III. **Animal Husbandry:** A course for high school teachers and for students who want more than Course I gives. A brief study of the leading breeds of farm animals; feeds and feeding; dairying. A study of the leading dairy breeds of cat-

tle and the method of handling milk and dairy products on the farm. Five hours attendance. Four hours laboratory. Two and one-half hours credit. Third quarter.

IV. **Horticulture**: This is a course in garden and orchard crops and has in view those who intend to teach agriculture in the high schools. The course will aim to cover the more important principles of gardening and fruit growing, methods of propagation, orchard tillage, pruning and spraying, school and home garden and their management. Five hours attendance. Four hours laboratory and field work. Two and one-half hours credit. Fourth quarter.

V. **Entomology and Ornithology**: A course that strengthens Course I or completes a year's work with Courses II and III or IV for high school teachers. A study of insects affecting agricultural interests. The study of birds will aim to show the important place they hold relative to the farm. Five hours attendance. Four hours laboratory and field work. Two and one-half hours credit. Fourth quarter. Summer session.

BIOLOGY.

Four courses are offered. These include a general course in zoology, a course in physiology and hygiene preparatory for the county teachers' examination, and two courses in elementary botany.

In the second semester the study of algae, mosses, liverworts and ferns is taken up, also a comparative study of the higher plants.

BUSINESS AND COMMERCIAL.

MR. HARGIS.

I. **Bookkeeping**: This is strictly a business course and is intended to fit students to do clerical work in any business establishment. Sufficient theoretical work is given to thoroughly ground the pupil in the principles of bookkeeping. Special attention is given to commercial paper, letter writing, etc. Five hours attendance. Five hours credit.

II. **Bookkeeping II**: Continuation of Bookkeeping I. Second semester.

III. **Bookkeeping III:** Continuation of Bookkeeping II. Special attention is given to practical business. Students carry on actual business by correspondence with students in other schools, also with pupils in their class. Five hours attendance. Five hours credit. Open to students who have completed Bookkeeping II.

IV. **Bookkeeping IV:** Continuation of Course III. Five hours attendance. Five hours credit.

V. **Bookkeeping V:** This is chiefly a theoretical course, consisting largely of definitions and business forms. Suffcient work in journalizing is given to familiarize the student with debits and credits and the different classes of accounts. Intended for students desiring to qualify for county examination or the elementary certificate. Five hours credit. Five hours attendance. Second semester.

VI. **Commercial Law:** General survey of laws governing business transactions. Special attention given to the subject of contracts in all its relations. First semester. Five hours attendance. Five hours credit. (Prerequisite: Civics.)

VII. **Orthography:** Stress is laid upon the diacritical markings, accent, pronunciation, etc. Considerable attention is given to the general rules for spelling, to prefixes, suffixes, and the forming of plural words. Five hours attendance. Five hours credit. First semester.

VIII. **Penmanship:** The Palmer Method is used. Five hours attendance. Five hours credit. Second semester.

IX. **Shorthand I:** Isaac Pitman system used. Five hours attendance. Five hours credit. First semester.

X. **Shorthand II.** Continuation of Shorthand I. Second semester.

XI. **Shorthand III:** Continuation of Shorthand II. Advanced dictation. First semester. Five hours attendance. Five hours credit.

XII. **Shorthand IV:** Continuation of Shorthand III. Second semester.

XIII. **Typewriting:** A fee of one dollar a semester is charged for the use of the typewriter. This entitles the student

to two periods practice daily if desired. The credit given will depend upon the amount and quality of work done. Time of practice will be arranged to suit the convenience of the student. Touch method only used.

EDUCATION.

MR. STOCKDALE.

I. **History of Education:** A short course showing the growth of educational aims and processes. A critical study of the work of the reformers who have influenced the trend of education. Five hours attendance. Five hours credit. One semester.

II. **Psychology:** The regular text-book work will be supplemented by observation, experiments, reference readings, reports and illustrations drawn from school work and life at large. The educational bearings of the work are kept in mind throughout. Five hours attendance. Five hours credit. One semester.

III. **Child Study:** A careful study of child nature will be made and the mental development of the child will be traced with a view of adapting instruction to the peculiarities of the learner. The work consists of recitations, occasional lectures, reports by students on references and individual observations they have made. One aim is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal intelligently with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work. Five hours attendance. Two and one-half hours credit. Third quarter. Summer term.

IV. **Logic:** The course aims to give training in clear, accurate reasoning—the subjects relative to school work being emphasized. Five hours attendance. Two and one-half hours credit. Fourth quarter.

V. **Theory of Education**: An examination of pedagogical principles and their application in instruction. Lectures and reference reading. Two hours attendance. Two hours credit. First semester. Senior year.

VI. **Theory of Education**: Course V continued. Thesis. One hour attendance. Two hours credit. Second semester. Senior year.

VII. **School Supervision**: A practical study in organization and management, including course of study, classification of pupils, work with the school officers and the teacher's relation to the patrons of the school. Two hours attendance. Second semester. Summer term.

VIII. **Observation and Conference Course**: Teacher's training course. Junior year. The course prepares for practice teaching and involves the observation and critical study of the teaching process as exemplified in the model school, with conferences with the directing teacher. Three periods a week in observation; two periods a week in conferences. Five hours credit. First semester.

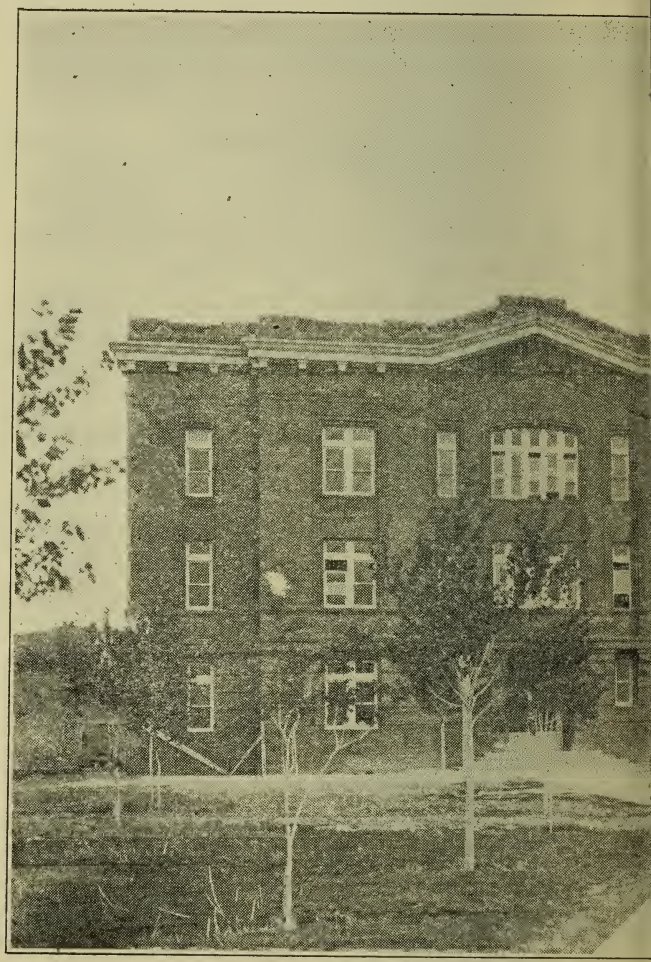
IX. **Observation and Conference Course**: Continuation of Course VIII. Second semester.

X. **Practice**: Teaching under sympathetic, helpful guidance. Each student has entire charge of a class in the Training School for a period daily. Subject, grade and department may be changed at stated intervals under the advice of the department. Frequent individual and group conferences with the directing teachers. Daily recitations. Five hours credit. First semester.

XI. **Practice**: Continuation of Course X. Second semester.

XII. **Elementary Theory**: This course is for students working for the Elementary State Certificate, and for those who are preparing to take the examination for a first or second grade county, or state certificate. A regular text is followed together with reference readings. Five hours attendance. Five hours credit. Second semester. (Also arranged for summer term.)

STATE
NORMAL
SCHOOL



AT
CHADRON
NEBRASKA

XIII. **School Hygiene:** A regular text is used, but the course is largely one of assigned readings, references and reports, with an occasional lecture, the following being among the chief topics:

1. Mental hygiene, including the physical basis of fatigue tests and signs of fatigue, proper alterations of work and rest, home study, sleep, and nervousness.
2. The hygiene of the learning process in reading, spelling, writing, drawing and other subjects.
3. Health inspection and children's defects.
4. The health of the teacher.
5. The care of the school building and other school property. Five hours attendance. Two and one-half hours credit. Fourth quarter. Summer term.

XIV. **Rural Sociology:** This course will constitute an inquiry into the status of social life in rural communities, and the various institutions through which this life finds expression. The social center idea will be studied with the view of making the school the leader or at least the source of inspiration. Credit to be arranged.

THE PRACTICE OF TEACHING.

The Art of Teaching is learned:

1. By a study of the principles and methods of teaching.
2. By the observation of good teaching.
3. By the practice of teaching under careful supervision.

As students will imitate the methods they know, a systematic course of observation lessons on the work done in the Model School is arranged for those student teachers. The lessons are carefully graded, the students being taught what to observe and how to observe. This teaching is done by the directing teachers and not only furnishes model lessons for students to observe, but keeps the children and their work from suffering as often results when all the teaching is done by student teachers.

The practice of teaching in a Model School is an indispensable part of the professional course. The study of the princi-

ples of teaching and observation of correct methods must be supplemented by actual practice under careful supervision to attain skill and art.

The senior class practices in the Model School during the entire school year. Their classes are changed when necessary so that they have an opportunity to give instruction in the different elementary branches to work with all grades of pupils, and to be under the direction of different directing teachers.

Each practice teacher prepares outlines and daily plans. The preparation of the outline secures the attention to subject matter which is so essential to good teaching. The daily plan consists of two main parts, purpose and method. The purpose states briefly and clearly the thing to be undertaken. This usually amounts to giving as much of the subject outline in use as can probably be covered in a single recitation period. The method gives a brief and general account of how the day's recitation is to be conducted. The subject outline must be approved before the practice teacher takes charge of her class, and the daily plan must be approved by the directing teacher in charge before the lesson is presented. When possible, not more than two practice teachers are assigned to the same class of children. The work is divided between practice and observation and work observed is that of a directing teacher. This gives the student a chance to see the work of a first-class teacher. It gives the directing teacher the very best means of criticising in a positive way the faults of the practice teacher. The written observations of the practice teacher give the directing teacher and supervisor a good opportunity for determining the practice teacher's power to see the vital things in a recitation and to state them clearly. These are all brought out during the conference periods following the observation. This work is under the constant supervision of the superintendent of the Model School and his assistants. The President of the School inspects the work of the Model School frequently, and all work towards one and the same end, that of making skilled teachers of our students.

DEPARTMENT OF ENGLISH.

MISS CLARK.
MR. CLARK.

a. **A Study of American Poems:** Longfellow, Bryant, Whittier, Holmes, Lowell, Poe. Supplementary readings in prose and poetry. Five hours attendance. Five hours credit. First semester.

b. **A Study of English Grammar:** A thorough course in the fundamentals of sentence structure. Five hours attendance. Five hours credit. First and second semester. Summer school.

c. A study of prose classics in the short-story, the novel, and in public addresses. Works of Poe, Hawthorne, Lincoln, Stevenson, Scott. Five hours attendance Five hours credit. Second semester.

d. A study of the principles of English composition, and practice in the writing of themes. Drills and exercises. Five hours attendance. Five hours credit. First and second semester. Summer school.

I. **English Interpretation:** Study of poems and prose with special reference to literary elements. Designed to ground pupils in the essentials of literary interpretation and elementary technique,—metre, imagery, plot. Works of Scott, Dickens, Tennyson. Five hours attendance. Five hours credit. First semester.

II. **Shakespeare:** "Macbeth," "Merchant of Venice," "Hamlet." Written exercises. Readings on the English stage in the time of Shakespeare, the life and times of Shakespeare, and the origin and development of the drama. Five hours attendance. Five hours credit. Second semester. Summer term.

III. **Literary Forms:** A study of lyric poems, of Milton, Burns, Tennyson, and Browning; of essays of Ruskin, Carlyle, Lamb, and Emerson; of Webster's Bunker Hill orations and Washington's "Farewell Address." Library readings. Five hours attendance. Five hours credit. Second semester.

IV. **Theme-Writing:** A study of the practical forms of composition. Designed to meet the needs of business and social

relations of everyday life. Drills and exercises. Five hours attendance. Five hours credit. First semester. Summer school.

V. **English Literature**: An extensive study of typical and important literature previous to the nineteenth century. Intensive study of some classics. The development of literary forms. Library readings. Five hours attendance. Five hours credit. First semester.

VI. **English Literature**: Continuation of course V to the literature of the present day.

VII. **American Literature**: A general survey and extensive study of important works of the literature of our own country. Intensive study of some of the best poetry and prose. Library readings. Five hours attendance. Five hours credit. First semester.

VIII. **Senior Rhetoric**: A study of rhetorical principles in sentence structure and theme-writing. Exposition and argumentation. Review of grammatical principles to meet the needs of the class. Five hours attendance. Five hours credit. First semester.

IX. **Senior Rhetoric**: Continuation of course VIII. Theme-writing in description and narration study of the short-story. Special study of diction and style. Drills in the expert use of the dictionary, and reference works. Five hours attendance. Five hours credit. Second semester.

X. **Browning**: A study of the principal dramatic monologues and other short poems of Browning, of "Pippa Passes," and "Luria." Five hours attendance. Five hours credit. Second semester.

XI. **Story-Telling and Child Literature**: A study of the sources from which our most effective stories for the grades are drawn, and actual practice in telling them. Guerber's "Myths of Greece and Rome," "Myths of Northern Lands," Tennyson's "Idylls of the King," six books of the "Iliad," ten of the "Odyssey." Old Testament narratives, Oriental tales. Supplementary reading of books suited to the grades, reports and discussion of their merits. Five hours attendance. Five hours credit. First semester. Summer school.

XII. **Shakespeare:** "Othello," "Romeo and Juliet," "Julius Caesar," and three comedies, "Twelfth Night," "As You Like it," and "Midsummer Night's Dream." Library readings. Critical Papers. Five hours attendance. Five hours credit. Second semester.

GEOGRAPHY.

MR. STOCKDALE.

I. **Type Studies in Geography:** This course will be general in scope, but will make a close study of the United States and will show the causes that affect the development of institutions, trade centers and civilization. The geography of Nebraska will be emphasized. Five hours attendance. Two and one-half hours credit. One quarter. Summer session.

II. **Type Studies in Geography:** This is a continuation of Course I, taking Europe and countries of the eastern continents as subjects. The aim is to make geography a thought study by showing how the environment influences the people and the relations of all people to each other, thus humanizing geography. Five hours attendance. Two and one-half hours credit. One quarter.

III. **Physiography:** The aim is to describe the leading physiographic processes, to account for the land and water forms, and to show their geographic relations. Glaciers and the glacier period. Physiography of Nebraska. Five hours attendance. Five hours credit. One semester.

IV. **Industrial Geography:** This course gives a general survey of the natural resources and their conservation. The forms, processes and commercial relations of the leading industries are studied—among them corn, wheat, alfalfa, cotton, forests, sheep and wool, dairying and beef production. The subject is made concrete by the use of specimens and each student is required to work out one industry as a type. Especial attention is given to the industries which should be emphasized in the schools of Nebraska. Five hours attendance. Two and one-half hours credit. One quarter.

V. **Commercial Geography:** This course traces the growth

of commerce and attempts to point out some of the causes that give supremacy. Commercial movements and their importance. Five hours attendance. Two and one-half hours credit. One quarter.

GERMAN.

MISS STECKELBERG.

I. **Introductory Course**: A careful and thorough study of the fundamental principles of the language, including pronunciation, inflection, sentence structure and the acquiring of a usable vocabulary. Class work and easy stories are made the basis for practice in understanding and speaking German. Five hours attendance. Five hours credit. First semester and summer school.

II. **Introductory Course**: (Continued.) Elementary grammar studies completed. Reading of easy texts. Conversation and composition based on texts read. Five hours attendance. Five hours credit. Second semester.

III. **Second Year German**: Reading of easy prose. Discussion in German of texts read, as far as possible. Easy poems studied and memorized. Grammar studies continued by composition and conversation based upon suitable text. Five hours attendance. Five hours credit. First semester and summer school.

IV. **Second Year German**: (Continued.) Texts of moderate difficulty read. In general a continuation of Course III. Five hours attendance. Five hours credit. Second semester.

V. **Third Year German**: Reading of more difficult German such as Schiller's Tell or Maria Stuart, Sudermann's Frau Sorge, Rosegger's Waldheimat, Selections from Hatfield's Collection of Lyrics and Ballads, Heine's Harzreize, Freytag's Die Journalisten or Soll und Haben. Five hours attendance. Five hours credit. First semester and summer school.

VI. **Third Year German**: Course V continued. Five hours attendance. Five hours credit. Second semester.

VII. **German Conversation and Composition**: Stress is laid upon common every day expressions and idioms. Poems, proverbs, and anecdotes committed and discussed. Assigned

readings and reports in German. Incidents of interest, jokes, and stories related as part of class work. Prerequisite, Courses I-VI inclusive. Five hours attendance. Five hours credit. First semester.

VIII. **German Conversation and Composition:** (Continued.) Continuation of Course VII. Five hours attendance. Five hours credit. Second semester.

IX-X. **Introduction to German Literature:** Selected texts of Schiller, Goethe and other authors. A careful reading of texts with attention to literary qualities. A study of the lives of the writers bearing on the works read. Supplementary reading of interpretations and criticisms of texts and poems studied. Five hours attendance. Five hours credit. First and second semester.

XI. **Teachers Course:** A special course for advanced students who contemplate teaching German before continuing their study of the language and for teachers of German. It includes a survey of methods and fundamental principles underlying the teaching of German, reading and discussion of some leading pedagogical works on the subject, elementary phonetics, grammar review, and an examination of subject matter and texts for a two years course in high schools. Summer term. Double period daily. Five hours credit.

HISTORY.

MR. WILSON.

I. **Eastern Nations and Greece:** A brief review of essential things in the history of Egypt and of the nations of Western Asia is followed by a general survey of Greek history. Five hours attendance. Five hours credit. First semester.

II. **Rome:** A general survey of Roman history from the earliest times to the death of Charlemagne. Five hours attendance. Five hours credit. Second semester.

III. **History of the United States:** A general survey of the history of our country preparatory to teaching it in the elementary schools of Nebraska. First and second semesters. Summer session. Five hours attendance. Five hours credit.

IV. **English History**: A general survey of English history from the earliest times to the present day. Five hours attendance. Five hours credit. First semester.

V. **American Nationalism**: A study of the development of national unity in the United States. After a brief review of the influences in Colonial and Revolutionary history that tended toward unity, a study is made of the period extending from 1787 to 1870.

VI. **Western Development**: A study of the development of the west and its relationship to our national growth. The period included extends from the beginning of the westward movement of population at the close of the Revolutionary war to the present time. Five hours attendance. Five hours credit.

VII. **Civil Government**: A general survey of local, state and national government. First semester. Summer session. Five hours attendance. Five hours credit.

VIII. **Recent Development in American Democracy**: The tendency in recent times in America has been to give the people more direct influence in political affairs, to equalize economic and social opportunities, to conserve our national resources and to give a higher tone to our national life. In this course a survey is made of this phase of our history.

LATIN.

MISS STECKELBERG.

I-II. **Elementary Latin**: This course is designed to give thorough preparation for the study of a foreign language. The principles of pronunciaton, declension, and conjugation are developed and emphasized. The development of a feeling for the force and functions of case, tense, and mood is kept constantly in the foreground. Special attention is given to the acquisition of a working vocabulary through the ear, as well as the eye. D'Ooge's Latin for Beginners is used as a text. This may be supplemented by reading from Viri Romae, Lives of Nepos or similar reading matter to suit the needs of the class. Five hours attendance each semester; five hours credit each semester. Also offered during summer term.

III-IV. **Caesar**: Caesar's Commentaries to the extent of four books or their equivalent will be read. Frequent practice in sight translation. The condition of the times and Roman military life will be taken up incidentally. Indirect discourse, the uses of the subjunctive and regular tense sequence will receive careful consideration both in the reading and in the weekly composition exercises. First and second semesters and summer school. Five hours attendance; five hours credit each semester.

V-VI. **Cicero**: Six orations or their equivalent. This includes one or two orations against Catiline, the Manilian Law and the Defense of Archias. The other reading matter is chosen from the orations in the text of the selected letters. Social and poltical conditions and the customs of the time bearing upon the texts read will receive due consideration. Sight reading is continued. Composition one period weekly. First and second semesters. Five hours attendance; five hours credit each semester.

VII-VIII. **Vergil**: Six books of the Aeneid are read. Constant practice in scansion. Aim: To have the student get some appreciation of the literary art of Vergil. To this end a special study of the mythology bearing upon the poem is made. Prosody, poetic constructions and figures of speech are studied in detail. Interpretation of various characters as well as theme of the poem receives attention. Its influence on other literatures is noted. First and second semesters. Five hours attendance; five hours credit each semester.

Other courses will be offered if there is a demand for them. The library contains many works on Roman life, history, and antiquities that will be helpful to students who wish to do extensive reading along these lines.

THE LIBRARY.

MISS HARRIS, Librarian.

The library is one of the rapidly growing features of the school. A quiet room for study and reading is maintained for the use of students. There is available carefully selected refer-

ence books for all, and supplementary reading for each department of the school. Suitable periodicals are taken for the use of the students, with the indexes which make their material available. The librarian cares for the books and directs the students in the use of them.

MATHEMATICS.

MISS PAINE.

The courses in mathematics have been arranged with a two-fold object in view. First, that the future teachers may have such discipline in mathematics and such knowledge of proper and accepted methods as will make their teaching of mathematics more effective; second, that the student planning more advanced work in mathematics may be prepared to enter any course requiring special mathematical preparation.

I. **Algebra I:** This course is arranged for those who have had no mathematics above arithmetic and extends through factoring. Five hours attendance. Five hours credit. First semester.

II. **Algebra II:** This course is a continuation of Algebra I. It consists of fractions, simultaneous equations, involution, evolution and the more simple of quadratic equations. Graphs are studied in connection with simple equations. Five hours attendance. Five hours credit. Second semester.

III. **Algebra III:** This course is a continuation of Algebra II. It consist of theory of exponents; radicals; pure, affected and simultaneous quadratics and logarithms. Graphs are studied in connection with the quadratic equations. Five hours attendance. Five hours credit. First semester.

IV. **Geometry I:** Plane Geometry. Books I and II. The aim of the courses in geometry is to develop the ability to reason clearly and logically. A large amount of original problems and construction is introduced to develop originality of thought and to discourage the memorizing of demonstrations. Five hours attendance. Five hours credit. First semester.

V. **Geometry II:** Plane Geometry completed. Books III, IV, and V. Since this course deals with similar figures and areas, practical problems are introduced. Lectures on the his-

tory and development of geometry are given during this course. Five hours attendance. Five hours credit. Second semester.

VI. **Geometry III**: Solid Geometry. Books VI, VII, and VIII. In this course, stress is laid upon visualization of solids, rigid demonstrations of theorem and a thorough familiarity with the formulae for the various areas and volumes. Five hours attendance. Five hours credit. Second semester.

VII. **College Algebra**: A thorough knowledge of Algebra III is a prerequisite in this course. It is arranged to meet the needs of the student who will continue work in mathematics or who will engage in the study of other arts or sciences requiring an ability to manipulate intricate equations. It is especially designed to accommodate those who are planning to take up electrical or civil engineering. Five hours attendance. Five hours credit. First semester.

VIII. **Trigonometry**: A thorough knowledge of Algebra III is a prerequisite in this course. It includes a careful deduction of trigonometrical formulae, a study of logarithms, the solution of problems involving triangles and a considerable amount of field work. Five hours attendance. Five hours credit. First semester.

IX. **Analytic Geometry**: This course includes a thorough drill in co-ordinates, the application of the exponential and trigonometric functions, the studying of these functions by their graphs, and a drill in the employment of analytic methods. Five hours attendance. Five hours credit. Second semester.

X. **Calculus**: This course includes both differential and integral calculus. Five hours attendance. Five hours credit. Second semester.

XI. **Arithmetic**: Accuracy and speed in the solution of problems, careful analyses and accuracy of statements constitute the aim of this course. Various classes in the review of arithmetic will be organized each semester. For the benefit of those attending only during the winter months, a class will be organized about November 15 to continue until March 1.

MUSIC.

MISS COPELAND.
MISS SWEDBERG.

In the music department thorough and systematic instruction is offered in piano, voice, public school music, harmony, theory, history of music and sight reading. A junior and senior recital in either voice or piano is required before graduation.

VOICE DEPARTMENT.

MISS COPELAND.

While a regular course is outlined in voice work, it is largely to indicate the grade of difficulty rather than the specific studies required. The needs of each individual voice are very carefully considered, the work adapted to the particular needs in each case, and the studies varied accordingly. Graduates in voice are required to have passed the third course in piano and have completed the work in theory, harmony, sight reading, and musical history. They are also required to give a public recital during the junior and senior year.

Course I: Principles of singing: relaxation. breathing and tone placing, ease of production, and refinement of tone. Vocalises, Sieber and Concone. Songs, easy grade.

Course II: Technical work, continuation of first year's work. Ease of production, quality of tone. range and power, attention given to formation of correct habits. Vocalises, in addition to material course I, Marchesi. Songs, second grade, selected from best composers.

Course III: Advanced studies in flexibility and velocity. Discrimination to particular needs of the voice under care, taken in selecting vocalises. Songs, English, Italian, and German.

Course IV: Advanced studies in vocalization, phrasing, and interpretation. Songs, English, Italian, and German, classics and modern, oratorio and opera arias.

HARMONY.

Harmony treats of the priciples underlying all musical study—dictation, melody writing, counterpoint, music form and

analysis. Two hours credit.

History of Music.

This course treats of music from primitive times to the present, following the development of the people, instruments and schools. Students do research work and report to the instructor the results in writing. One day. Two hours credit.

Chorus.

Special chorus work is given in chapel and glee clubs. Songs by best composers are used.

Sight Singing.

The work in this class is done individually. Simplest phrases are sung at first so that anyone can study this subject. The phrases gradually increase in difficulty and part work is taken up still to be done individually.

Public School Music.

Course I: This course especially meets the needs of the teacher. The first year's work covers the following: Rudiments of music, ear training, sight singing. Second semester, methods of teaching music in kindergarten, grades I to VIII, high school and rural school.

Course II: Work offered in this course is as follows. Harmony, sight singing, methods. Opportunity for individual teaching is given under direct supervision of the music director and problems are worked out by the class. Chorus conducting is emphasized. Class five days. Two hours credit.

Pupils must finish, besides subjects mentioned in Courses I and II, history of music, two semesters of glee club work, second course in voice, second course in piano for completion in public school music course.

Pianoforte.

MISS SWEDBERG.

It is especially necessary in a school where music is a department only that consideration is taken of the aim for which the student is studying, and for this reason special effort will be made to adapt the instruction to the needs of each pupil. A

course is pursued which will develop as equally as possible the intellectual, the emotional and the technical abilities of the student. Memorization of pieces and studies is required and opportunity given for all who are capable of so doing to play on public and students' recitals. Students who are studying with the intention of specializing in music are urged from the beginning to study with the idea of giving an entire recital from memory when sufficiently advanced.

The course in technic necessarily cannot be the same for any two pupils, but the following is an outline of the course:

Exercises for the training of fingers, hand and arm.

Scales in octaves, thirds, sixths and tenths, and arpeggios in different degrees of velocity and accentuation.

Exercises for acquiring staccato, legato and portamento touches.

Pedal studies by Arthur Whiting and Albino Gorno.

School of Octaves, Kullak; Heller Studies Op. 45, 46, 47.

Czerny, Schools of Velocity and Finger Dexterity.

Compositions from the classic, romantic, and modern composers are selected and studied so as to best develop an appreciation and interpretation of the masters.

All students in the pianoforte department are urged to study the theory of music and harmony, for they will become broader and better musicians by doing so.

DEPARTMENT OF PHYSICAL SCIENCE.

MR. PHILPOTT.

Physics.

I. **Elements of Physics:** (Prerequisite, one year of Algebra and one semester of Plane Geometry.) Properties of matter, mechanics of fluids, mechanics of solids, and sound. Five hours attendance; four hours laboratory. Five hours credit.

II. **Elements of Physics:** (Continuation of Course I.) Light, heat, magnetism and electricity. Five hours credit.

III. **General and Experimental Physics:** (Prerequisite, Courses I and II or their equivalent, also this course must be

preceded or accompanied by a course in Plane Trigonometry.) Mechanics and heat. Five hours attendance; six hours laboratory. Five hours credit.

IV. **General and Experimental Physics:** Continuation of Course III. Electricity, sound, and light. Five hours attendance; six hours laboratory. Five hours credit.

V. **Physical Problems:** This course may be elected in conjunction with Course III. It is especially designed for students who are preparing to teach. Special attention is given to the solution of illustrative problems. Three hours attendance. Three hours credit.

VI. **Physical Problems:** Continuation of Course V. Three hours attendance. Three hours credit.

VII. **Methods Employed in Teaching High School Physics:** (Prerequisite, Courses III and IV.) Selection of equipment, supplies, and apparatus for class room and laboratory under various conditions. Selection of appropriate laboratory exercises, text, and reference books. Relation of laboratory work to class recitation. Three hours lecture and recitation. Three hours credit.

VIII. **A Review Course in Elementary Physics:** Prepares for the state examination. Summer Session.

CHEMISTRY.

I. **General and Inorganic Chemistry:** This course is an introduction to the fundamental principles of chemistry. It includes a study of the non-metallic elements. Four hours of lecture and recitation, six hours laboratory. Five hours credit..

IA. **Chemistry of Common Things:** This course and course IIA are especially planned for those students who do not expect to take an extended course in chemistry and therefore deals with the facts and principles that are of practical use throughout life. Four hours lecture and recitation, six hours laboratory. Five hours credit.

II. **General and Inorganic Chemistry:** (Prerequisite, Course I.) Continuation of Course I. Especial attention is given to the metallic elements. Four hours lecture and recitation, six hours laboratory. Five hours credit.

IIA. **Continuation of Course IA**: Four hours lecture and recitation, six hours laboratory. Five hours credit.

III. **Qualitative Analysis**: (Prerequisite, Courses I and II or their equivalent.) A brief review of Courses I and II. Study of the separation and detection of the common bases. Solutions being tested for all of the ordinary metals. Three hours lecture and recitation, six hours laboratory. Five hours credit.

IV. **Qualitative Analysis**: (Prerequisite, Course III.) Detection of the acids. Testing solution and solid unknowns for all of the ordinary metals and acids. Three hours lecture and recitation, six hours laboratory. Five hours credit.

V. **Methods Employed in Teaching High School Chemistry**: (Prerequisite, Course IV.) Selection of equipment, supplies, and apparatus for class room and laboratory under various conditions. Selection of appropriate laboratory exercises, text, and reference books. Relation of laboratory work to class recitation. Three hours lecture and recitation. Three hours credit.

READING AND EXPRESSION.

MRS. McLEAN.

In both semesters and in the summer term, a course in reading is offered, covering the requirements of the county teachers' examination, and in addition thereto, giving the student a grasp of the subject from the viewpoint of teaching. A study of texts and their comparative excellences will be included in this course. This course will also extend and enforce the methods given in the practice school work. The work in expression will give the student the power to interpret and express the thoughts of great literary masterpieces, hence, it will involve an extension of the interpretation begun in reading and will include also elementary voice culture.

Reading I: Study of principles of reading with reference to the work in the public schools. Five hours attendance. Five hours credit. First and second semester and summer school.

Expression I: Interpretative study of literature. Bodily expression including gesture, voice culture. Five hours attendance. Five hours credit. Second semester. Summer term.

Expression II: Study of masterpieces of four great types of literature. Voice culture repertoire. Five hours attendance. Five hours credit. Second semester. Summer term.

COUNTY CERTIFICATE COURSES.

Each semester, there will be offered a course in each of the five essentials.—arithmetic, geography, grammar, history and reading.— in order that students may have an opportunity to prepare for the county examination.

DINING ROOM AT DORMITORY

In addition to these, courses in agriculture, civics, theory and art of teaching, bookkeeping, composition, and physiology are offered in their respective departments, hence, at all times there are classes in the county certificate subjects.

Arithmetic: To include thorough treatment of fractions, measurements, and percentage, and their applications. Special

emphasis will be given to thorough and careful analysis and to rapid drills in groups and combinations. Will cover both written and mental arithmetic as ordinarily understood. Five hours attendance. Five hours credit. First and second semesters.

Geography: . A study of geography with especial reference to the earth as inhabited by man. Will include a study of climatic conditions as governed by latitude, altitude, and prevailing wind directions; also a study of soils and relief forms.

A ROOM AT THE DORMITORY

Five hours attendance. Five hours credit. First and second semesters.

Reading: A study of the best standard texts and methods. Five hours attendance. Five hours credit. First and second semesters.

Orthography and Penmanship: A half a semester will be

given to each of these subjects, in both the first and second semesters. Five hours attendance. Two hours credit.

Drawing: Drawing and water colors, such as would be of advantage to grade and country school teachers, will be offered in each semester. Two hours attendance. Two hours credit.

For county certificate courses in **agriculture, civics, theory and art, bookkeeping, composition, grammar, history,** and **physiology,** see these subjects under the courses to which they belong.

BACHELOR OF EDUCATION DEGREE.

Large cities often demand four years college and professional training above high school preparation. In order to meet this demand and also to meet the demand for a longer preparation for high school teachers, the college and professional courses were extended in 1905 to cover four full years beyond twelve year high schools.

On the completion of this course the student receives the degree, Bachelor of Education.

THE DORMITORY.

The Dormitory of the Chadron State Normal School, offering as it does, an attractive home for the young women in attendance upon the Normal school, meets a long felt need.

The building, new and fire-proof, is most pleasing as to architecture and in the planning of same nothing has been omitted which could further add to the comfort of the young women.

The rooms, all outside ones, are steam-heated, electric-lighted, and are equipped with hot and cold water lavatories. All rooms are furnished with bed or sanitary cot, mattress, spring, pillows, two blankets, two chairs, one rocking chair, a student's table, dresser and one rug. Students are asked to furnish pillow cases, sheets, towels, napkins and such articles as they wish for the adornment of the room.

The prices are most reasonable. The corner and larger rooms are $6.00 a month, all others are $4.80 a month. It is the general rule for two to occupy a room, thus lessening this ex-

pense item. No student is permitted to occupy a room alone unless she pays double room rent and this privilege cannot be granted in case the room is needed to accommodate an additional student.

Table board is $3.00 a week, the rate fixed upon by the Normal Board of Education for all Normal Schools of Nebraska. No allowance is made for meals missed except in case of sickness or enforced absence from school.

A wash room, with suitable equipment for laundry work, is provided.

Attention is given the general health of the young women, and to this end, simple medicinal remedies are provided by the courtesy of the Faculty Club.

Tennis courts adjacent to the Dormitory, offer physical exercise. Gymnasium work is also offered.

Organizations among the young women are the Kensington Club and the Travel Club. These help greatly in welding and cementing the tie of friendship and comradeship and making for well-rounded womanhood,—the aim of the Chadron Normal for her young women.

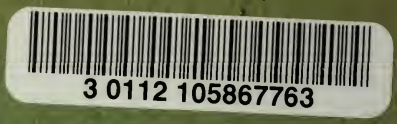
HOW TO REACH CHADRON.

Students from the line of the Northwestern Railroad have direct train connection to Chadron. Students from the line of the Burlington in western Nebraska will take the train which reaches Crawford about 3:00 in the afternoon. A train leaves Crawford about 5:00, reaching Chadron at 6:00 p. m.; hence, students from any portion of western Nebraska may make a daylight journey to Chadron with practically no delay.

Students should address the president for all needed information.

J. SPARKS,
President.

The Willard F. Bailey Co., Kearney, Neb.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